

Reviewer's Rubric for the Assessment of the ACP Process Pilot Application

District Name: _____

District Address: _____

	Name	Email	Phone
District Administrator			
Pilot Coordinator			

Demographic Overview of District:

District Size: (Defined by DPI) ____ Extra Large ____ Large ____ Medium ____ Small

CESA # ____ District Location: ____ Metropolitan ____ Suburban ____ Rural

Free & Reduced/Poverty ____ % Students of Color ____ %

Grade Levels & Schools in Pilot:

Grade Level	Number of Students	School Name

District's Overall Self-Assessment Rating

	Initiating	Implementing	Institutionalized
Policy and Leadership			
School Capacity			
Community Capacity			
Service Delivery - Know			
Service Delivery - Explore			
Service Delivery - Plan			
Service Delivery - Do			

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Reviewer #1: _____ **Date:** _____

Reviewer #2: _____ **Date:** _____

	Points - Reviewer #1	Points - Reviewer #2
Section I (9 pts)		
Section II (12 pts)		
Section III (14 pts)		
Section IV (10 pts)		
Organization/Mechanics (2 pts)		
Total	_____/47	_____/47
Based on the written application and/or your knowledge of the district, do you feel this district will follow through on their plans? Yes / No		
Based on the written application and/or your knowledge of the district, do you feel this district will serve as a model school for the state pilot? Yes / No		

Comments / Concerns / Complements / Recommendations:

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Section I- District Info	3pts	2pts	1pt	0pt
Assurances (2 pts)	NA	Signature of District Administrator and ACP Pilot Coordinator	Signature of District Administrator only	No signatures
District Team (3 pts)	Information provided for District Administrator, ACP Pilot Coordinator & 3 or more team members (5 or more total)	Information provided for District Administrator, ACP Pilot Coordinator & 1- 2 other team members (3-4 total)	Information provided for District Administrator only (2 total)	No team members identified
School Coordinators (1 pt)	NA	NA	School Coordinator information identified for each school in the pilot	No school coordinators identified
Current Commitments (3 pts)	Overall, evidence or plan provided for each task is well defined, and detailed - very clearly stated how district will achieve tasks	Overall, evidence or plan provided for each task is adequate and easy to understand - easy to determine how district will achieve tasks	Overall, evidence or plan provided for each task is very brief and not descriptive - difficult to determine how district will achieve tasks	No evidence or plans are provided for tasks
Total Points (9 pts)				

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Section II- Self-Assessment	3pts	2pts	1pt	0pt
Policy and Leadership (3 pts) ___Initiating ___Implementing ___Institutionalized	Overall level of readiness is identified. Evidence for Leadership, Policy, Accountability, Connections and/or Equal Opportunity is detailed and clearly presented	Overall level of readiness is identified. Evidence for Leadership, Policy, Accountability, Connections and/or Equal Opportunity is easy to understand	Only level of readiness is identified	No response provided
Building School wide Support (3 pts) ___Initiating ___Implementing ___Institutionalized	Overall level of readiness is identified. Evidence for Staff Involvement, Instruction, and/or Mentoring is detailed and clearly presented	Overall level of readiness is identified. Evidence for Staff Involvement, Instruction, and/or Mentoring is easy to understand	Only level of readiness is identified	No response provided
Building Community Support (3 pts) ___Initiating ___Implementing ___Institutionalized	Overall level of readiness is identified. Evidence for Family Support and/or Community Stakeholder Support is detailed and clearly presented	Overall level of readiness is identified. Evidence for Family Support and/or Community Stakeholder Support is easy to understand	Only level of readiness is identified	No response provided
Service Delivery (3 pts) ___Initiating ___Implementing ___Institutionalized	Overall level of readiness is identified. Evidence for the components of Know, Explore, Plan and Go is detailed and clearly presented	Overall level of readiness is identified. Evidence for the components of Know, Explore, Plan and Go is easy to understand	Only level of readiness is identified	No response provided
Total Points (12 pts)				

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Section III- Goals, Objectives, Outcomes	3pts	2pts	1pt	0pt
Districts Goals (3 pts)	<i>SMART</i> goals focused on <i>Process</i> are well written. Alignment to district vision, goals or plans are clearly presented with detail	<i>SMART</i> goals focused on <i>Process</i> are written. Alignment to district vision, goals or plans are clearly presented	Goals are provided but they are vague, not written as <i>SMART</i> goals. No alignment to district vision, goals or plans are included	No response provided
District Objectives – Activities (3 pts)	3 or more objectives focused on <i>Process</i> are clearly stated with detailed activities identified	3 or more objectives focused on <i>Process</i> are clearly stated with activities identified	Less than 3 objectives are identified and activities are not clearly stated	No response provided
District Objectives – Outcome Measures (3 pts)	Outcome measures for each objective are listed with detail. Criteria used to determine how the objective is to be assessed is clearly stated	Outcome measures for each objective are listed. Criteria used to determine how the objective is to be assessed is stated	Outcome measures for each objective are written but are not clearly stated	No response provided
District Objectives – Timelines (3 pts)	Timelines for each objective are detailed and broken down into phases of implementation	Timelines for each objective are provided but are not broken down into phases of implementation	Timelines for each objective are written but are vague	No response provided
DPI Support (2 pt)	NA	Thoughtful response is provided	Brief response is provided	No response provided
Total Points (14pts)				

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Section IV - School-Level Narrative (150 words)	3pts	2pts	1pt	0pt
School Level -Activities (2 pts)	NA	Activities are clearly identified for each school in pilot	Activities are vague for each school in pilot	No response provided
School Level-Timelines (2 pts)	NA	Timelines for activities are clearly identified and broken down into phases of implementation	Timelines for activities are vague (i.e.: Sept -June)	No response provided
School Level –Staff & Resource Allocations (2 pts)	NA	Staff and resource allocations for activities are clearly identified	Staff and resource allocations for activities are vague (i.e.: resources will be provided)	No response provided
School Level - Partnerships (2 pts)	NA	Partnerships are clearly identified and/or described	Partnerships are broadly stated (i.e.: business, families...)	No response provided
School Level - Buy-In (2 pts)	NA	Plans to build buy-in with staff for ACPs are clearly described with detail	Plans to build buy-in with staff for ACPs are vague (i.e.: meetings)	No response provided
Total Points (10 pts)				

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Mechanics	3pts	2pts	1pt	0pt
Overall Organization of Ideas (1 pts)	NA	NA	Logical progression of ideas presented with a clear focus on thoughtfulness and organization	Lacks thoughtfulness and organization
Overall Mechanics: Sentence construction, spelling, and punctuation (1 pts)	NA	NA	Sentences were well constructed, and no errors were present with punctuation/spelling	Distracting errors in sentence construction, spelling and punctuation
Total Points (2 pts)				

Comments/Feedback: